In August, 1901, Manila capitulated a second time, and on this latter occasion to an army of teachers six hundred strong who arrived on the Transport *Thomas.* These pioneer teachers spread out over the Islands like an army of occupation and peacefully conquered the youth who were avid for education. Their advance-guard had been soldiers called from the ranks to teach, who, within three weeks after the capture of Manila, had opened seven schools in the city. The public-school system begun by the military was permanently established under Act No. 74, the School Law, enacted by the Philippine Commission. Thus the Philippine public-school system, combining the early background of Malayan and Latin culture and the democratic institutions of Anglo-Saxon education, came to be organized.

The public-school system is administered by the Bureau of Education. The office of the Director of Education is known as the General Office of the Bureau. This is the large central office from which the work in all of its branches is controlled and directed.

For purposes of administration, the field is divided into fifty-four school divisions, including the City of Manila, the Philippine Normal School, the Philippine School of Arts and Trades, the Central Luzon Agricultural School, and the Philippine Nautical School, which are considered distinct divisions. Each school division is in charge of a division superintendent of schools or, in the case of the four special Insular Schools and the Division of City Schools, a superintendent. The division superintendent is the

representative of the

[2] **Section read by Mr. Gabriel Manalac, Assistant Director of Education, who like the author does not agree with the harsh criticism of the public-school system in the Philippines. See the annual reports of the Director of Education, the Monroe Educational Survey of the Philippines (1925), the Joint Legislative Committee Report on Education (1926); and Encaraacion Alzona, *A History of Education in the Philippine Islands* (1932).**